

Integrative Seminar in Social Work: ePortfolio Oral Presentation Rubric		Student:	Date:	
Note: The rubric is designed to reflect an overall rating of the assignment. Therefore, not all descriptions listed per level may apply. Rather, the range of points provides the most descriptive <i>overall assessment</i> per category.				
Criteria	Level 1	Level 2	Level 3	
Topic and Knowledge	(15-11) – Demonstrated a comprehensive understanding of the material, skillfully integrating all required elements: Grand Challenge of Social Work/narrowed population, Social Work core principles, and addressing at least Competency 1 & 9 either directly or indirectly.	(10-6) – Exhibited an understanding of the material, integrating all required elements: Grand Challenge of Social Work/narrowed population, Social Work core principles, and addressing at least Competency 1 & 9 either directly or indirectly.	(5-1) – Presented a lack of understanding of the requirements of the assignment; may have included but not all of the following core elements: Grand Challenge of Social Work/narrowed population, Social Work core principles, and addressing at least Competency 1 & 9 either directly or indirectly.	/15 points
Design, Content, and Organization	(10-7) - The Slide Deck was exceptionally engaging and showcased all required elements. Text prompts were clear and concise; choice of graphics and images elevated the impact and appeal of the overall presentation.	(6-4) - The Slide Deck effectively engaged the audience and included all necessary elements. Text prompts were satisfactory; selected graphics and images appropriately contributed to the overall impact of the presentation.	(3-1) - The Slide Deck struggled to maintain audience engagement and did not adequately highlight all required elements. Text prompts were inadequate, and the choice of graphics and images did not significantly enhance the presentation’s overall impact.	/10 points
Delivery	(20-14) - The presenter demonstrated clarity and command of speech, with volume and inflection enhancing the presentation's depth. Audience engagement and interest were maintained throughout, culminating in a compelling conclusion. Questions from peers, instructors, and visitors were addressed with proficiency and confidence.	(13-7) – The presenter communicated clearly, with appropriate volume and inflection contributing positively to the presentation. The content was engaging, successfully retaining audience interest, and culminating in a well-received conclusion. The presenter responded to questions from peers, instructors, and visitors competently and with assurance.	(6-1) – The presenter's clarity and control of speech were not consistently effective, distracting from the overall presentation. Audience engagement wavered, and the conclusion lacked a lasting impact. Responses to questions from peers, instructors, and visitors revealed a need for greater understanding of material.	/20 points
Introduction	(10-7) - The introduction was delivered with exceptional professionalism and thoroughly addressed the topic, purpose, and presenter's personal connection to the material.	(6-4) - The introduction was delivered professionally, effectively addressing the topic, purpose, and the presenter's personal connection to the material, meeting the required standards.	(3-1) – The introduction lacked the necessary professionalism and did not sufficiently cover the topic, purpose, or the presenter's personal connection to the material, falling short of the required standards.	/10 points
Connection to Experiences	(10-7) – Thoroughly tied personal experiences and background to Competency 1; addressed Borton’s Framework-What, either directly or indirectly.	(6-4) - Adequately linked personal experiences and background to Competency 1; addressed Borton’s Framework “What” component, either directly or indirectly.	(3-1) – Insufficiently connected personal experiences and background to Competency 1; inadequately addressed Borton’s Framework “What” component, with a lack of direct or meaningful indirect references.	/10 points
Professional Practice	(10-7) – Masterfully linked professional experience to Discipline and Competency 9; seamlessly integrated the professional ethics of social work; expertly managed personal biases in the presentation material.	(6-4) – Effectively connected professional experience to Discipline and Competency 9; incorporated the professional ethics of social work; managed personal biases in the presentation material to meet standards.	(3-1) – Struggled to form a coherent connection between professional experience and Discipline and Competency 9; ineffectively addressed the professional ethics of social work; did not adequately manage personal biases in the presentation material.	/10 points

<i>Practice Evaluation</i>	(15-11) – Demonstrated mastery in linking professional experiences to Practice Evaluation relating to Competency 9; insightfully engaged with Borton’s Framework 'So What' aspect, either explicitly or implicitly; presented a sophisticated evaluation of families, groups, organizations, or communities; meticulously listed coursework and educational tasks that highlight proficiency; integrated theories, frameworks, or interventions decisively in guiding decision-making processes.	(10-6) - Met expectations by effectively linking professional experiences to Practice Evaluation aligned with Competency 9; addressed Borton’s Framework 'So What' aspect; presented a competent evaluation of families, groups, organizations, or communities; listed relevant coursework and educational tasks showing proficiency; applied theories, frameworks, or interventions in decision-making processes appropriately.	(5-1) – Inadequately linked professional experiences to Practice Evaluation in the context of Competency 9; superficially addressed Borton’s Framework, with limited focus on the 'So What' aspect; presented an underdeveloped evaluation of families, groups, organizations, or communities; provided an incomplete list of coursework and educational tasks, with insufficient evidence of proficiency; inadequately applied theories, frameworks, or interventions in decision-making processes.	/15 points
<i>Reflection & Self Assessment</i>	(10-7) – Skillfully concluded the presentation with insightful reflection and self-assessment in alignment with Competency 9; adeptly addressed Borton's Framework "Now What" aspect, either explicitly or implicitly; seamlessly integrated classroom learning, assignments, and practicum experiences, showcasing exceptional preparation for a future in the field of social work.	(6-4) - Satisfactorily concluded the presentation with appropriate reflection and self-assessment aligning with Competency 9; adequately addressed the Borton's Framework "Now What" component, whether directly or indirectly; effectively linked classroom instruction, assignments, and practicum experiences, demonstrating preparedness for a career in social work.	(3-1) – Concluded the presentation but lacked depth in reflection and self-assessment in context of Competency 9; addressed Borton's Framework "Now What" element superficially; connections between classroom learning, assignments, and practicum experiences to career preparation in social work were minimal and not clearly articulated.	/10 points
<i>Stylistics & Structure</i>	(10-7) - Met the guidelines for the time limit; exhibited a clear command of the material, transitioning from one topic to the next; did not read from the presentation slides. Was dressed appropriately for a professional presentation.	(6-4) - Met the minimum time limit requirements; demonstrated basic understanding of the material with simple transitions between topics; occasionally referred to the presentation slides. Attire was deemed acceptable for a professional presentation.	(3-1) - Barely met or exceeded time limit requirements; showed a marginal understanding of the material with abrupt transitions between topics; relied heavily on reading from the presentation slides. Attire was just sufficient for the standards of a professional presentation.	/10 points
<i>Comments:</i>				/110 Total Points
Levels of Overall Assessment				
Outstanding: Demonstrated ability to articulate and apply - (94 points or higher)				<input type="text"/>
Proficient: Demonstrated more than a basic ability to articulate and apply - (77 points or higher)				<input type="text"/>
Less than Proficient: Unable to demonstrate more than basic ability to articulate and apply - (76 points or lower)				<input type="text"/>